English Language Arts Lesson Plan Template

|  |  |
| --- | --- |
| **Teacher:** Jessica Torres  **Day/Date:** 11/17/11 | |
| **Grade Level & Subject:** 6th Grade Reading | |
| **Lesson and/or Unit Title:** “Number The Stars” background information | |
| **Amount of Time:** One class period (55 minutes) | |
|  | |
| **Common Core Standard(s):**  **Reading: Literature**  **Key Ideas and Details**  RL.6.2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.  **Range of Reading and Level of Text Complexity**   * RL.6.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.   **Speaking and Listening**  **Comprehension and Collaboration**   * SL.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly. * SL.6.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study. * SL.6.3. Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. | |
| **Student Learning Objective(s):**   1. TLW gain important knowledge of WWII to better understand the novel *Number the Stars*. 2. TLW complete a KWL chart on WWII and they will think about the K and the W on their own, then with their group, and then with the class. 3. TLW gain knowledge about the author and why she chose to write this novel. | |
| **Assessment For Learning (Summative Or Formative):**  **Formative Assessment**: The students will fill out a KWL chart. Before the lesson they will fill out what they know and what they want to know portion of the chart. The learned portion will be filed out at the end. The teacher will monitor the small group discussion. The teacher will ask questions at the end to find out if they learned the key concepts of the lesson. | |
| **Lesson Outcome(s):**  TLW gain important knowledge to understand WWII and this will help the students relate to the novel *Number the Stars*. | |
| **Key/Essential Questions:**  Why is it important for us to know about the history of WWII?  Why did the author choose to write about WWII in *Number the Stars?* | |
| **Key/Academic Vocabulary:**  Patriotism  Genocide  Fascist  Holocaust  Historical Fiction | |
| **Materials/Items Needed:**  KWL Chart  Brain pop worksheet and video. WWII  Brain pop worksheet and video. Holocaust  Lois Lowry Intro  <http://goanimate.com/movie/09smEjN8ubzU?utm_source=linkshare> | |
| **Hook/Engage:**  We will begin the lesson by completing the KWL chart. | |
| **Activities:**  **Activity One**: The students will begin by entering the classroom and picking up the KWL chart. The smart board will have instructions to tell the students to fill out the K (what they know) and the W (what they want to know) portion on their own. After the students have filled these portions they will be directed to discuss their chart with their small group. The teacher will then introduce the book *Number the Stars* and we will discuss why we are learning about WWII during reading class. The class will then participate in a whole group discussion about their chart and the various answers they wrote down.  **Activity Two**: The students will watch two brain pop videos about WWII and the Holocaust. They will have a worksheet to fill out during these videos. As we are watching the video we will point out important location information that will be beneficial to them when they begin reading Number the Stars. After both videos they will complete their chart with things that they learned about WWII and the Holocaust. We will discus whole class what they learned and the teacher will ask if anyone had any questions that were not answered. The teacher will also take this opportunity to point out important factors that were not discussed during the videos.  **Activity Three**: We will wrap up the lesson by introducing the students to the author. I created a goAnimate video featuring Lois Lowry being interviewed. During the video the students will write down one fact that they learned about Lois Lowry. The teacher will ask for volunteers to share what they learned about Lois Lowry. Wrap up discussion and dismiss class. | |
| **Real-Life Connection:**  Ask the students to think about how they would feel living during WWII and the obstacles that they would have to face. | |
| **Differentiation Notes:** | **Technology Integration** |
| This lesson consists of videos and discussion. For students with disabilities the teacher will allow less wrote down on their chart. The teacher will monitor their understanding and step in at any point that they seem to need extra help or a question read to them. | Highlight desired bullets; check all that apply   * Word Processing * Power Point * Internet Resources * Graphics/Charts * Internet Research * Web 2.0 Tool(s) * Interactive whiteboard * Other: |

|  |
| --- |
| **Teacher Strategies - Best Practices** (Highlight the row you wish to select; check all that apply)   * Student choice * Modeling reading strategies * Modeling writing strategies or the writing process * Cooperative learning * Reading aloud * Independent Reading * Writing before and after reading * Implementing pre, post, or during reading activities * Teaching metacognitive strategies/reading strategies * Hands-on learning/manipulatives utilized * Small group * Higher-ordering thinking skills * Real-world connections * Criteria charts created (student-driven; supports learning by defining and clarifying a task ) * Rubrics created (student-centered) * Mentor texts * Anchor charts (a reference tool that “anchors” new and ongoing learning to key concepts previously introduced) * Research/research materials * Evidence of assessment for learning (teacher modifies instruction based on students’ understanding) * Classroom/Literacy library * Writing workshop time * Teaching grammar and mechanics in context * Conferencing * Other (please explain) |